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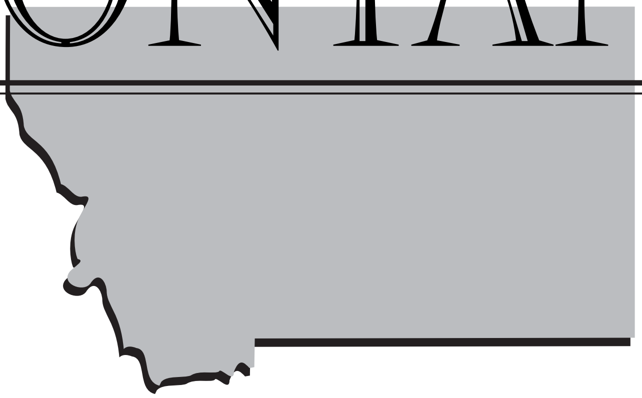

COMPREHENSIVE ASSESSMENT SYSTEM

MONTCAS

MONTANA GUIDE FOR TEST COORDINATORS AND ADMINISTRATORS

PRINTED IN SPRING 2006

THE IOWA TESTS · THE IOWA TESTS · THE IOWA TESTS · THE IOWA TESTS

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SECTION 1

Message to System Test Coordinators and School Test Coordinators

Introduction

The *Montana Guide for Test Coordinators and Administrators* is intended to assist in the school-level administration of the Norm-Referenced Testing Component of the Montana Comprehensive Assessment System (MontCAS), which comprises the following:

- *Iowa Tests of Basic Skills® (ITBS®),* Form A, grades 4 and 8
- *Iowa Tests of Educational Development® (ITED®),* Form A, grade 11

This *Guide* will provide information on the responsibilities of System and School Test Coordinators as well as Test Administrators (those people in buildings who administer the test). The instructions and information beginning on page 11 specifically address the responsibilities of System and School Test Coordinators.

In addition to this *Guide,* please review the *Montana Assessment Handbook, Volume 3,* and the *Montana Accommodations and Alternate Assessment Scale* (Revised 2002), which are prepared by the Montana Office of Public Instruction and available on the OPI assessment webpage:

http://www.opi.state.mt.us/pdf/assessment/2002handbookv3.pdf

http://www.opi.state.mt.us/pdf/Assessment/2002Grade4.pdf

http://www.opi.state.mt.us/pdf/Assessment/2002Grade8.pdf

http://www.opi.state.mt.us/pdf/Assessment/2002Grade11.pdf

The Iowa Tests®

The Iowa Tests measure student achievement in content areas and, in turn, the results provide a useful profile of students' instructional strengths and weaknesses as well as traditional comparisons with national norms. Test results are to be utilized by teachers and administrators to plan instructional programs that enhance educational opportunities for Montana students.

The Iowa Tests must be administered pursuant to the guidelines for test administration presented in this *Montana Guide for Test Coordinators and Administrators* and the instructions provided in the *Directions for Administration.* Any system or school personnel (including System Test Coordinators, Principals, School Test Coordinators, Classroom Test Administrators, Counselors, and Proctors) involved in the administration of The Iowa Tests should be thoroughly familiar with the contents of this *Guide* and the *ITBS* and *ITED Directions for Administration.*

The *ITBS* and *ITED Directions for Administration* contain specific information for the preparation and administration of examinations to students.

SECTION 2

Schedule of Important Dates

2006	
February 1–3	Riverside Publishing delivers all pretest packages to System Test Coordinators, including the *Montana Guide for Test Coordinators and Administrators.*
February 23–28	Riverside Publishing delivers new answer documents and Grade 4 Practice Tests to districts.
March 1–10	Systems inventory and distribute testing materials. Use the *Fax Me!* form found in the pretest package to order additional materials.
March 6–10	Systems provide local training sessions for Test Administrators.
March 21–22	Systems administer Grade 4 Practice Tests. (Optional)
March 22–April 12	Test administration
April 14	Last day for systems to return completed answer documents to the Riverside Scoring Service.
April 4–May 12	Tests scored at the Riverside Scoring Service. Stage 1 reports will be scored on a first-in–first-out basis and mailed approximately 15 business days from the date the answer documents are received by Riverside in a scorable condition.
May 10–16	Systems review their Stage 1 score reports. Each system must review its score reports for The Iowa Tests within ten business days of receipt for discrepancies that affect system summary results. All discrepancies will be reported to Judy Snow at the Montana Office of Public Instruction for evaluation and approval. Additional information can be found in the System Test Coordinator's pretest package. Stage 2 reports will be completed after all the systems in the state have been scored. These reports will ship within approximately 30 business days of the last system received.

SECTION 3

Overview of the Examination Program at Grades 4, 8, and 11

Program Highlights

- The Iowa Tests Complete Battery Form A test materials are being used for the spring 2006 test administration.

- Each system should have the following examination materials remaining from spring 2005:

  Grade 4 (Level 10)
  - *ITBS* Complete Battery, Form A, Student Test Booklet (brown)

  Grade 8 (Level 14)
  - *ITBS* Complete Battery, Form A, Student Test Booklet (turquoise)

  Grades 4 and 8 Combined Materials
  - *ITBS Directions for Administration* (brown)

  Grade 11 (Level 17/18)
  - *ITED* Complete Battery, Form A, Student Test Booklet (purple)
  - *ITED Directions for Administration* (purple)

- The Grade 4 Practice Tests and all answer documents from spring 2005 are the same for 2006; therefore, unused stock may be used.

- The following examination materials will be sent to you for the spring 2006 administration of the Montana Comprehensive Assessment System at grades 4, 8, and 11:

  Grade 4 (Level 10)
  - *ITBS* Complete Battery Answer Document (brown)
  - *ITBS* Complete Battery Practice Tests (brown)
  - Practice Tests *Directions for Administration* (brown)

  Grade 8 (Level 14)
  - *ITBS* Complete Battery Answer Document (turquoise)

  Grade 11 (Level 17/18)
  - *ITED* Complete Battery Answer Document (purple)

  Grades 4, 8, and 11 Combined Materials
  - Grade/Class ID Sheets (blue)
  - Building ID Sheets preslugged with school information (purple)
  - *Montana Guide for Test Coordinators and Administrators*

When to Test

The Iowa Tests

The Iowa Tests must be administered at grades 4, 8, and 11 in all systems between March 22 and April 12 for the 2005–2006 academic school year. Individual systems may provide a smaller test window to accommodate their specialized needs.

Schools may provide makeup tests for students within the scheduled testing period (March 22–April 12).

Scheduling the Tests

The following table provides time requirements for the tests included in The Iowa Tests Complete Battery.

Time Requirements

	Grade 4	Grade 8	Grade 11
Reading	70 minutes • Vocabulary (15) • Reading Comprehension (55)	70 minutes • Vocabulary (15) • Reading Comprehension (55)	55 minutes • Vocabulary (15) • Reading Comprehension (40)
Language Arts	66 minutes • Spelling (12) • Capitalization (12) • Punctuation (12) • Usage and Expression (30)	66 minutes • Spelling (12) • Capitalization (12) • Punctuation (12) • Usage and Expression (30)	50 minutes • Revising Written Materials (40) • Spelling (10)
Mathematics	75 minutes • Concepts (25) • Estimation (5) • Problem Solving/Data Interpretation (30) • Computation (15)	75 minutes • Concepts (25) • Estimation (5) • Problem Solving/Data Interpretation (30) • Computation (15)	55 minutes • Concepts and Problem Solving (40) • Computation (15)
Social Studies	30 minutes	30 minutes	40 minutes
Science	30 minutes	30 minutes	40 minutes
Sources of Information	55 minutes • Maps and Diagrams (30) • Reference Materials (25)	55 minutes • Maps and Diagrams (30) • Reference Materials (25)	20 minutes
Total Time	5 hrs., 26 min.	5 hrs., 26 min.	4 hrs., 20 min.

Note: Please allow approximately 20 minutes for the distribution, coding, and collection of test materials.

Whom to Test

Practice Activities

So that Test Administrators and students may become familiar with the various formats used for test questions, the Montana Office of Public Instruction is providing *ITBS* Practice Tests for grade 4. Students should write directly in the practice test booklets. Answers are found in the Practice Tests *Directions for Administration.*

Ethical test preparation activities across a system should also include:

1) Teaching the state and system content standards and benchmarks

2) Teaching specific test-taking skills such as:

- Reading or listening to directions carefully
- Skimming for general information
- Using time efficiently (pacing)
- Using estimating techniques
- Skimming the questions at the end of a passage before reading the passage
- Responding to different testing forms

Out-of-Level Testing

In the Montana Comprehensive Assessment System, out-of-level testing is **not** an allowable accommodation. Students who are reported as "ungraded" should be placed in the grade appropriate for their chronological age. The norm-referenced testing component is to be used to determine a student's level of proficiency on the state standards; out-of-level testing does not provide that measure and is **not** allowed.

All Classroom Students

All students enrolled in accredited Montana schools in grades 4, 8, and 11 are required to take the *ITBS* at grades 4 and 8 and the *ITED* at grade 11.

- Students identified as having disabilities, including Section 504 students, must be tested according to the requirements established by their Individualized Education Plans (IEP) or 504 Plan.
- Students who have been identified as having Limited English Proficiency (LEP) or who have been instructed in English for three or more years must take The Iowa Tests (ARM 10.56.101).
- Part-time students must be included in the statewide student assessment in the grades designated for the assessment if they are enrolled in the district for 181 hours or more for the school year and if they have not reached the age of 19.

Options for testing all students are found in the following table.

Options	**1**	**2**	**3**	**4**	
				4A	**4B**
Student	Regular LEP IEP 504	LEP IEP 504	LEP IEP 504	LEP IEP (including Braille)	LEP IEP 504
Test	The Iowa Tests	The Iowa Tests	The Iowa Tests	The Iowa Tests (Braille version)	Alternate Assessment Scale
Accommodation	None	Standard, per plan	Per plan, nonstandard in some, but not all tests/subtests	Per plan, nonstandard	None
Coding	Programs—No Special Coding	Programs—No Special Coding	Programs and Office Use Only	Programs and Test Admin. Column Z = 0	Programs and Test Admin. Column Z = 1
Alternate Assessment Scales	No	No	Yes, ONLY for nonstandard tests	Yes, ALL tests	Yes, ALL tests
Alternate Assessment Scale Scores Recorded	No	No	Test Admin. Use Only Columns G–K	Test Admin. Use Only Columns G–K	Test Admin. Use Only Columns G–K

Option 1

Most students, including those who are bilingual and/or who receive special education services, will take The Iowa Tests along with their grade-level peers without any accommodations.

Demographic and appropriate program information needs to be coded for all students.

Option 2

Students who have been identified as having Limited English Proficiency (LEP) or a disability that requires an individualized education plan (IEP or 504) may need one or more of the standard accommodations that are described in the table on page 8 to participate in The Iowa Tests. Standard accommodations do not alter the content or intent of the test; therefore, no special coding is required.

Demographic and appropriate program information needs to be coded for all students.

Option 3

Students who have been identified as having Limited English Proficiency (LEP) or a disability that requires an Individualized Education Plan (IEP or 504) may need a nonstandard accommodation to participate in **some, but not all,** of The Iowa Tests. Nonstandard accommodations may alter the content or intent of the test.

Special coding is required in the Office Use section of the answer documents. See page 25 in appendix B.

The Alternate Assessment Scale must be administered in the appropriate content area, and the scores recorded in the Test Administrator Use Only (TA) section of the answer document. See page 25 in appendix B for the appropriate column(s).

Demographic and appropriate program information needs to be coded for all students.

Options 4A and 4B

Students who have been identified as having limited English proficiency (LEP) or a disability that requires an individualized education plan (IEP or 504) may need nonstandard accommodations and/or the Alternate Assessment Scale in **all** of The Iowa Tests. Nonstandard accommodations may alter the content or intent of the test.

Option 4A. Students who are administered all of The Iowa Tests with nonstandard accommodations must also be administered the Alternate Assessment Scale. The Braille version is considered a nonstandard accommodation. For students taking the Braille version, use the following directions for Option 4A:

- After the student has completed The Iowa Tests with nonstandard accommodations, fill in the "0" in Column Z of the Test Administrator Use Only (TA) section of the answer document. (This excludes the student results from calculation of overall school, district, and state results on The Iowa Tests.)

- Administer the Alternate Assessment Scale in all content areas; record the scores in the Test Administrator Use Only (TA) section of the answer document. See page 25 in appendix B for the appropriate columns.

Option 4B. Students are not administered The Iowa Tests in any manner. Instead, they are administered the Alternate Assessment Scale in all content areas.

- Fill in the "1" in Column Z of the Test Administrator Use Only (TA) section of the answer document.

- Record the scores in the Test Administrator Use only (TA) section of the answer document. See page 25 in appendix B for the appropriate columns.

Standard Accommodations

The table below lists approved standard accommodations that are available for administration of The Iowa Tests.

Type of Accommodation	**Description of Standard Accommodation Approach**
Setting Changes in the *place* in which an assessment is given. This includes changes in testing location as well as the conditions of the setting in which testing occurs.	**Individual/Small Group Administration.** Students may be tested in small groups or individually. There is no minimum group size requirement for test administration. Students who need extra breaks and those who might be disruptive in a classroom-testing situation may be tested in this manner. This is also a helpful accommodation for students with limited English skills who might be intimidated or discouraged by peers who are able to work at a much faster rate. **Test Administered by ESL Teacher/Bilingual Teacher or Interpreter.** This accommodation enables the student to be tested in an environment that makes it possible for a teacher or interpreter to provide the necessary language supports that might be required by the student throughout the test.
Presentation Changes in *how* an assessment is *given* to a student. This includes format alterations, procedural changes, and the use of assistive technology.	**Large-Print Edition.** This is an enlarged edition of the same test form as the standard test booklets. Students who use the large-print edition record their answers directly on the test booklet. Large-print tests should not be administered in a group setting unless all students in the group are using this form of the test. **Communication Support to Understand Directions.** Students may need assistance in understanding test directions or may require directions to be clarified in some manner. These supports include manual signing, translation into a different language, or some change in the delivery of directions for the purpose of enabling the student to understand what to do. No portion of the Reading Comprehension or Vocabulary tests should be cued in any way. To do so would make the administration of the Reading Comprehension or Vocabulary tests nonstandard. **Repeated Directions.** Directions may be repeated as many times as is necessary to ensure students are clear about what they are to do. This can be done in whatever language is most readily understood by a student. **Test Read Aloud.** Students who have reading difficulties can have some or all of the test read to them so that their reading limitations do not interfere with measurement of their knowledge in other areas. This applies to all areas except Reading Comprehension and Vocabulary. Reading the Reading Comprehension and Vocabulary subtests to the student makes the administration of these subtests nonstandard. **Assistive Technology.** A wide range of low- and high-tech supports facilitate access to test materials and use of them, including materials or equipment that magnify test materials, templates placed over test materials to assist a student in focusing on a specific section of the test page, and slant boards to better display the materials for a student.
Timing Changes in the *duration* of testing. This includes how much time is allowed as well as how the time is organized.	**Extended Time.** Students are given additional time to complete the test to compensate for characteristics that result in slower performance. This includes students who require magnifiers, students with limited attention skills, and those who need more time with word identification or reading.
Response Changes in *how* a student *responds* to an assessment. This includes format alteration, procedural changes, and the use of assistive technology.	**Answers Recorded.** An assistant test administrator or proctor may record the answers of a student on the answer document if the student is unable to do so because of physical limitations. **Transferred Answers.** Responses recorded in the test booklets or entered into some type of assistive writing device should be transferred to the students answer doc ument in preparation for scoring. **Provision of English/Native Language Word-to-Word Dictionary.** Students may use a glossary that translates an English word to a corresponding word in their native language. **Assistive Technology.** Students who routinely use some form of assistive technology for written expression are permitted to use these systems to respond to test questions. See the section "Calculators" (page 9) for more details.
Scheduling Changes in *when* testing occurs.	**Rearranging the order of subtests.** Administering the subtest in a sequence other than the one outlined in the *Directions for Administration* is permitted. **Modification in time of test delivery.** Changing the time a student is given a test for reasons related to a disability is permitted. This type of accommodation might be necessary for a student whose stamina or level of alertness is impacted by a disability or medication.

Nonstandard Accommodations

Below is a list of nonstandard accommodations:

- Anything not identified as standard is nonstandard.
- Students who take the test with a nonstandard accommodation must be coded as SE, 504, or ELL (LEP) in the Program(s) section of test answer document
- Examples of nonstandard accommodations

  —Requiring calculator for computation or estimation

  —Requiring reading the test aloud for vocabulary and reading comprehension
- Braille version of test is treated as nonstandard
- Students who complete subtests using nonstandard accommodations must also be assessed in this same content area with the Alternate Assessment Scale

Calculators

Calculators are not allowed on The Iowa Tests except when they are specified in the current IEP. The special education teacher and the Classroom Test Administrator should coordinate arrangements prior to testing.

Ignore the directions for calculator use found in the *Directions for Administration* published by Riverside Publishing. Do not bubble the "Y" or "N" circles found in the section for Math Problem Solving and Data Interpretation on the answer document.

If a student's current IEP requires a calculator for the Math Problem Solving and Data Interpretation test (grade 4, Level 10 and grade 8, Level 14) or the Mathematics: Concepts and Problem Solving test (grade 11, level 17/18), it is considered a standard accommodation. No special coding is necessary.

If a student's current IEP requires a calculator for Computation or Estimation, use of the calculator changes the intent and content of the test, so its use is considered a nonstandard accommodation. **In those cases, the student scores are not calculated with the rest of the math scores, and the student needs to have the Alternate Assessment Scale in math administered and recorded on the answer document.** Special coding is necessary:

- In the "Office Use" section of the answer document, fill in the number of the test for which the calculator was used as a nonstandard accommodation. See the chart on page 25 in appendix B of this *Guide*.

- Administer the Alternate Assessment Scale for math, and fill in the score in Column "I" of the "Test Administrator Use Only" section of the answer document.

SECTION 4

General Procedures and Test Security

At the conclusion of the test administration period, all examination materials must be handled in accordance with state and system administration and security procedures. The System Test Coordinators will prepare *ITBS/ITED* student answer documents for shipment to the Riverside Scoring Service.

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal and system test coordinator and to the State Assessment Director. All system test coordinators will receive *OPI Guidelines and Procedures for Test Security.* This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

System Test Coordinators will distribute the examination materials to the School Test Coordinators. The School Test Coordinators will assist the principal in providing proper administration of the examination and in keeping the test materials secure at the school site. The examinations will be administered during the prescribed test administration period according to the procedures described in this *Montana Guide for Test Coordinators and Administrators* and the *Directions for Administration.*

Riverside Publishing will score the *ITBS/ITED* student answer documents and provide student, class, school, and system reports to the System Test Coordinators. The System Test Coordinators will then distribute these student, class, and school reports to each school.

SECTION 5

Instructions for System Test Coordinators Prior to Test Administration

Inventory Examination Materials

Step 1 Inventory the examination materials immediately upon receipt. Count the number of packages you have received for each item and check it against the quantities listed on the appropriate packing list to ensure that you have received the correct quantities. Also check the security bar code numbers.

Step 2 Use the *Fax Me!* form to order additional testing materials. The *Fax Me!* form is included in the System Test Coordinator's pretest package.

Step 3 Save the boxes in which materials were shipped; use the boxes to return answer documents to the Riverside Scoring Service. To ensure safe transfer of answer documents to the Riverside Scoring Service, boxes must be sturdy and reinforced.

Prepare for Test Administration

Step 1 Review this *Guide* and the *Directions for Administration*.

Step 2 Perform any school-level precoding of student answer documents.

Step 3 Prepare and package examination materials in the appropriate quantities for distribution to the schools.

Ensure that each school receives sufficient quantities of blue Grade/Class Identification Sheets for each class or group to be tested. The Grade/Class Identification Sheets must not be photocopied.

Also ensure that each building receives one purple precoded Building Identification Sheet. The Building Identification Sheet contains specific information for a school and cannot be used by another school.

Request additional Grade/Class Identification Sheets or Building Identification Sheets by using the *Fax Me!* form. Carefully hand code the appropriate information.

Step 4 Distribute examination materials to School Test Coordinators during the prescribed distribution period.

SECTION 6

Instructions for School Test Coordinators and Test Administrators Prior to Test Administration

Inventory Examination Materials

Step 1. The School Test Coordinator must inventory examination materials immediately upon receipt.

Step 2. Report any shortages of materials to the System Test Coordinator.

Step 3. The School Test Coordinator should distribute the test materials during the prescribed period to each Classroom Test Administrator.

Student Test Booklets and Answer Documents

Provide one student test booklet and answer document for each student. For each student in grade 4, provide one Practice Test booklet.

Grade/Class Identification Sheets

Provide one for each group of students tested. **These scannable documents reflect the way in which the answer documents will be grouped for scoring.**

There must be separate Grade/Class Identification Sheets for each class or group to be tested. If you need additional Grade/Class Identification Sheets, please call your System Test Coordinator. **Do not photocopy these documents.**

Complete Student Identification Information

Student identification information is typically completed by the student and/or the Test Administrator if systems have not purchased student bar code labels. Specific directions for completing student identification information can be found in this *Guide* and the *Directions for Administration*. Ensure that a **soft No. 2 pencil** is used.

Complete Special Codes

Additional required demographic information must be completed on the student answer document. Detailed instructions for completing the demographic information on the student answer documents are provided in Appendix B: Procedures for Coding. This appendix can be photocopied by school personnel for use with administration of The Iowa Tests. Some of the coding can be completed by the students while most should only be completed by authorized school personnel after the student has completed the tests. *Note: Hand coding is required when bar code labels have not been purchased.*

Administer the Test

To ensure that test results are valid, reliable, and equitable, the test administration must be standardized with the same directions, time limits, and similar testing conditions across the state. In order to provide standardized test administration, Test Administrators must carefully follow the instructions provided in the *Directions for Administration*.

Procedures for Administering Large-Print and Braille Booklets

Administering the Large-Print Version

Large-print test booklets for The Iowa Tests can be ordered by the System Test Coordinator by using the *Fax Me!* form or by calling Meredith Durgin, Riverside Publishing, at (800) 323-9540, ext. 6094. The large-print booklets are enlarged editions (using 18 point font) of the same test forms as the standard test booklets. **These booklets cannot be altered in any way.**

Students who use the large-print editions can record their answers directly on the large-print booklets by circling the letters for their selected answers or using another similar marking system.

Because extra time may be needed for administering the tests to the visually impaired, the large-print tests should not be administered in a group setting unless all students in the group are visually impaired and are using the large-print editions.

After the testing session is completed and before returning the materials to Riverside Publishing for scoring, **school personnel are required to transfer the student's answers from the large-print booklet to an answer document. School personnel will also grid the student's identification information on the answer document and return it for scoring with the school's other answer documents. No special coding is required.**

Please return the large-print test booklets only to:

Meredith Durgin
Riverside Publishing
425 Spring Lake Drive
Itasca, IL 60143-2079

Administering the Braille Version

Braille booklets for The Iowa Tests can be ordered by the System Test Coordinator by calling Meredith Durgin, Riverside Publishing, at (800) 323-9540, ext. 6094.

Because of the differences between the Braille version and the print version, it should not be administered in a group setting unless all students in the group are using the Braille version.

Due to these differences, Montana will treat the Braille version as though it were a nonstandard version of The Iowa Tests. **Any student who takes the Braille version of The Iowa Tests must also have the Alternate Assessment Scales administered.** The scores of students who took the Braille version will not be included in statewide summary reporting. Instead, the Alternate Assessment scores will be provided in statewide summary reporting.

Special coding is required for students taking this test. Bubble the zero under Column Z in the Test Administrator (TA) Use Only, and in that same section, use Columns G through K for recording Alternate Assessment Scale (AAS) results.

Several acceptable response methods are given in the *Supplement to the Directions for Administration,* which accompanies the Braille test booklets. Regardless of the method used by the students to record their answers, **school personnel are required to transfer the student's answers from the Braille booklet to an answer document. School personnel will also grid the student's identification information on the answer document and place it inside the front cover of the first Braille test booklet.**

All Braille test booklets, transcribed and used student answer documents, and supplemental directions should be returned to:

Meredith Durgin
Riverside Publishing
425 Spring Lake Drive
Itasca, IL 60143-2079

The student score reports for the Braille version will be shipped to the System Test Coordinator separate from the regular score reports.

SECTION 7

Instructions for School Test Coordinators and Test Administrators After Test Administration

Check Answer Documents After Testing

The best way to ensure accurate and timely reports is for the Classroom Test Administrator to carefully prepare answer documents for scoring. Immediately after the testing session, the Classroom Test Administrator collects the test materials from the students and checks the physical condition, including dark, clear marking. Then the answer documents are checked for accurate student identification information, and nonvalid tests are identified.

Physical Condition

Some conditions interfere with the electronic scoring process. Please check documents that are to be machine scored for the following:

If you find this:	**Do this:**
• scratch paper • tape of any kind • Post-it® Notes • staples • pins • paper clips	• Remove them.
• stray marks	• Erase any stray marks. • Check for heavy black response marks that fill the circles and complete erasures where answers have been changed.
• bent corners • folds in documents • creases in documents • paper damaged by erasures • ripped or torn sheets	• Transfer the answers to a clean, unused document. • Use a soft No. 2 pencil. • Use a soft eraser. • Mark responses with solid, dark, filled-in circles.

Check the student identification information on all answer documents. This information should already be present, having been filled in by hand or precoded with a bar code label. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

It is critical that the accuracy of the student identification information be carefully checked and verified prior to submitting the answer documents for scoring. All applicable fields on the demographics page of the answer documents must be completed according to Appendix B: Procedures for Coding. Once the answer documents have been shipped to The Riverside Scoring Service, no further changes in student demographic information may be made without prior written authorization from the Montana Office of Public Instruction.

Identification Sheets

Grade/Class Identification Sheets (Blue)

The purpose of the Grade/Class Identification Sheet is to identify the way in which the accompanying student answer documents should be organized for reporting purposes. The School Test Coordinator verifies that the Classroom Test Administrators have correctly completed one Grade/Class Identification Sheet for each class or grade in the school.

Building Identification Sheets (Purple)

Building Identification Sheets have been preidentified with the school name and school code. Each school receives two preidentified Building Identification Sheets with the pretest package—one to return with the materials to be scored and one extra, if needed. Only the Information Box needs to be completed. The School Test Coordinator should print the testing date, city, and state.

Packing Completed Testing Materials

After the School Test Coordinator has received all the testing materials from the Classroom Test Administrators, follow the step-by-step procedures below to prepare materials for the system. Please ensure that the test materials are tightly packed so that they will not be damaged in shipment. Use filler to protect them from shifting during transit. If you have tested any additional grades not included in the state program (4, 8, 11), you need to package the test materials separately. You may follow the same procedures, but all off-grade test materials must be packaged separately from the on-grade materials.

Step 1. Separate the testing materials into three stacks:

Stack #1—Scorable materials to be sent to the Riverside Scoring Service

Building ID Sheet
Grade/Class ID Sheet
Completed *ITBS/ITED* Answer Documents
Transcribed Large-Print answer documents only, not test booklets

Stack #2—Materials to be reused in next year's test administration

ITBS/ITED Student Test Booklets
ITBS/ITED Directions for Administration
Unused Grade 4 Practice Tests
Grade 4 Practice Tests *Directions for Administration*
Unused Answer Documents

Stack #3—Materials to be sent to Meredith Durgin

Large-Print test booklets
Braille test booklets
Braille transcribed answer documents

Step 2. Follow the step-by-step procedures to prepare the three stacks for return to your System Test Coordinator.

Stack #1—Scorable materials to be sent to the Riverside Scoring Service

_____ Flip through the stack of student answer documents and check for

- Marking with a No. 2 soft lead pencil
- Complete and correct gridding of all student demographic information
- Complete erasing of stray marks
- No folds, cuts, or tears

_____ Check that all answer documents are assembled with the demographic page facing up.

_____ Check that the Grade/Class Identification Sheets have been correctly filled in for each class. The total number of completed answer documents must equal the number gridded on the Grade/Class Identification Sheets.

_____ Use the paper bands received in the pretest packages to secure the Grade/Class Identification Sheet with the answer documents. Bind each grade together. See Figure 1 on the next page.

_____ Place Stack #1 in a sturdy box saved from the original shipment. Label the box "Answer Documents for Scanning/Scoring."

_____ Affix "Spring 2005 MontCAS Grades 4, 8 and 11 Only" labels to all box tops.

Stack #2—Materials to be reused in next year's test administration

_____ *ITBS/ITED* Student Test Booklets

_____ *ITBS/ITED Directions for Administration*

_____ **Unused** Grade 4 Practice Tests

_____ Grade 4 Practice Tests *Directions for Administration*

_____ **Unused** Answer Documents

_____ Place Stack #2 in storage or forward to the System Test Coordinator, according to individual system policy

Stack #3—Materials to be sent to Meredith Durgin

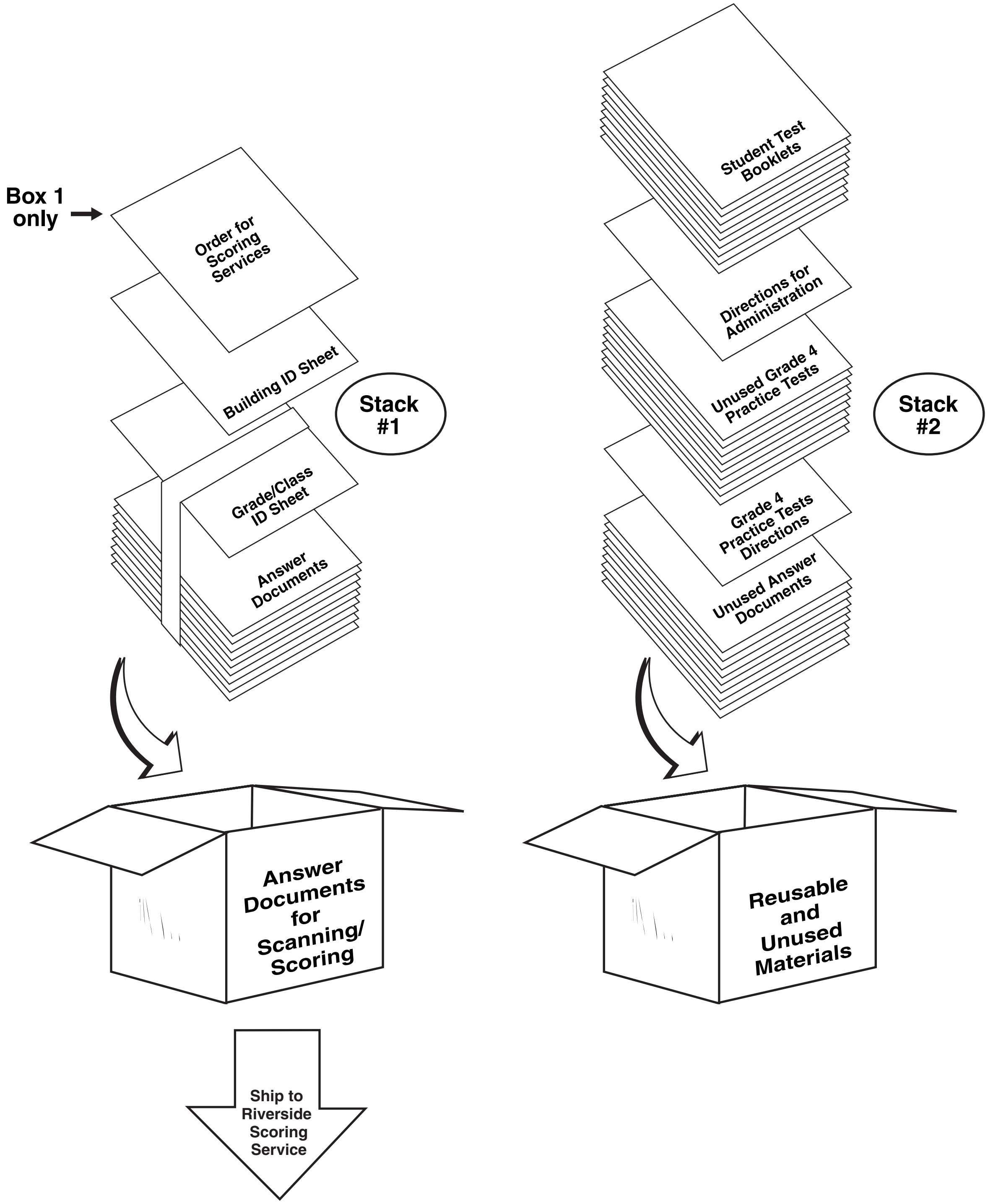
_____ Large-Print test booklets only (not transcribed answer documents)

_____ Braille test booklets with transcribed answer documents inserted after front cover

Storing Testing Materials

System Test Coordinators will retain all Student Test Booklets, unused answer documents, unused Practice Tests and Practice Tests directions, *Directions for Administration*, and all *Montana Guide for Test Coordinators and Administrators* booklets in a central, secure location for use in future years. It is recommended that the materials be organized by grade level, inventoried, and clearly labeled when stored.

Figure 1: Stacking and Binding Test Materials


Box 1 only
Order for Scoring Services
Building ID Sheet
Grade/Class ID Sheet
Answer Documents
Stack #1
Student Test Booklets
Directions for Administration
Unused Grade 4 Practice Tests
Grade 4 Practice Tests Directions
Unused Answer Documents
Stack #2
Answer Documents for Scanning/ Scoring
Reusable and Unused Materials
Ship to Riverside Scoring Service

SECTION 8

Returning Materials for Scoring

Once the system receives the boxes from the School Test Coordinators, it is the System Test Coordinator's responsibility to finalize the packaging and shipping of materials. FedEx® mailing labels were provided for this purpose. Return materials to:

Riverside Scoring Service
761 District Drive
Itasca, IL 60143-1319

Please ensure that the testing materials are tightly packed in sturdy boxes so that they will not be damaged in shipment. Use filler to protect them from shifting during transit.

Fill the boxes so that ALL of a school's completed answer documents for on-grades are in the same box (set of boxes) and answer documents for off-grades are in a separate box (set of boxes). Place as many schools (within a system) in a box as necessary to fill it. Do not place answer documents from a single school in two separate boxes unless the quantity is too large for a single box. If you are returning off-grade materials, package them in a separate box/set of boxes and include the off-grade OSS.

The Order Form for Scoring Service (OSS) must be placed in box 1 and returned with the answer documents for scoring. Complete the section "Answer Document Count by Grade" on the OSS. Complete the remaining pages of the OSS only if your system would like to purchase additional reports or extra copies of reports. If you have any questions about completing this form, please contact your local Riverside Western District Manager or your Montana Customer Service Representative listed on page 30 of this *Guide*.

Do not return your Student Test Booklets, *Directions for Administration,* or any unused answer documents; they are to be retained at the system for use in next year's assessment. Be sure to establish a dry, secure area for storage of any of these materials.

If you are a test coordinator for more than one system, you need to send the materials for each system separately.

SECTION 9

Score Reports

MontCAS, Stage 1 Score Reports

Stage 1 reports will be scored on a first-in-first-out basis and mailed approximately 15 business days from the date the answer documents are received by The Riverside Scoring Service in a scorable condition. *Interpretive Guides* will arrive with your system's Stage 1 score reports to assist in the interpretation of the NRT reports. The *Interpretive Guides* will be packed in box 1 of the shipment. The number of copies of the Stage 1 reports that will be provided for each Class, School, and System is listed in the following table.

Name of Report	**Class**	**School**	**System**
Student Score Label		1	
Profile Narrative (Parent Report)		1	
Individual Performance Profile		1	
MontCAS Individual Customized Skills	1		
MontCAS Group Customized Skills, by Class	1	1	
MontCAS Group Customized Skills, by School		1	1
Group Narrative Summary, by School		1	1
Group Narrative Summary, by System			1
List of Student Scores (Class List Reports plus Class, School, and System Summaries)	1	1	
List of Student Scores (School Summaries)		1	1
List of Student Scores (System Summary)			1

MontCAS, Stage 2 Score Reports

Stage 2 reports will be completed after all the systems in the state have been scored. These reports will ship within approximately 30 business days of the last system received. The number of copies of the Stage 2 reports that will be provided is listed below.

Name of Report	**Class**	**School**	**System**
MontCAS Group Customized Skills, by System			1

APPENDIX A

Checklists of Major Activities

Before Testing

_____ 1. Receive shipment of new materials.

_____ 2. Inventory quantities in the shipment. If additional quantities are needed, use the *Fax Me!* form included in the pretest package or call Riverside Publishing to request additional materials.

_____ 3. Read and review this *Guide* and the *Directions for Administration*.

_____ 4. Count out the materials for each school.

_____ 5. Distribute testing materials to each school.

_____ 6. Determine if any optional special coding is to be done and inform the schools.

After Testing

_____ 1. Receive materials from Test Administrators.

_____ 2. Check answer documents for correct gridding and order of assembly.

_____ 3. Check Identification Sheets for order placement and completeness.

_____ 4. Place answer documents into **sturdy** boxes.

_____ 5. Add filler to boxes that are not completely filled.

_____ 6. Complete the Order for Scoring Service (OSS) form.

_____ 7. Place the completed OSS form in Box 1.

_____ 8. Place a FedEx® Two-Day Air Billable Stamp on each box.

_____ 9. Number the boxes in sequence (e.g., Box 1 of 3, Box 2 of 3, Box 3 of 3).

_____ 10. Place a "Spring 2005 MontCAS Grades 4, 8, and 11 Only" label on each box top.

_____ 11. Securely tape the boxes.

_____ 12. Arrange for the shipping of materials to the Riverside Scoring Service.

APPENDIX B Procedures for Coding

This appendix provides the guidelines for coding the demographic page of the student answer documents for grades 4, 8, and 11. Page 29 of the appendix in this *Guide* is a sample of the demographics page for your reference. Each section is labeled and corresponds to the steps in this document. This appendix can be copied by school personnel only for use with the administration of The Iowa Tests.

Bar Code Labels

If your system or school has purchased bar code labels, apply them in the area indicating “Place bar code label in the space above,” unless preapplied labels were purchased.

Coding by Students or School Personnel

Information Box
Name Grid
Date of Birth
Gender
Test Form

For these sections, please refer to the instructions found in the *Directions for Administration, ITBS* beginning on page 23 and *ITED* page 25. Instruct the students to fill in the circle for Form A.

Student ID Number

If student ID numbers are used by the school or system, either the Test Administrator or student may complete this section. Student ID numbers must begin in the leftmost column.

Race/Ethnicity

The Montana Office of Public Instruction suggests that this section be completed by the Test Administrator with information obtained from the system. Mark only one race/ethnicity category. Do not use the “Other” category.

Oral Instructions: **Find the Race/Ethnicity section. Fill in the circle next to the description that corresponds to your racial/ethnic group. Please fill in only one circle. If you could be considered a member of two or more groups, please fill in the circle for the group with which you most closely identify. Do not use the “Other” category.**

Coding by Students (Grade 11 only)

Vocational Education Concentrator

In advance, Test Administrators must prepare the following list either on a board or as a handout:

Codes for Areas of Vocational Concentration	
A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Science
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above

Oral Instructions: **All students who will complete 6 semester courses in vocational education by the time they graduate need to fill in the Vocational Concentrator section. Find the "Test Administrator Use Only" section on your answer document. Find the double column on the far left that is labeled "Code." Follow along as I read the areas of vocational concentration list.** *(Read list of areas of vocational concentration.)* **Find the area of vocational concentration in which you will earn at least 3 of your 6 semester courses by the time you graduate. Now find the letter in Column 1 that corresponds to that area and fill it in. For example, if you will have completed 3 or more of your semester courses in Business when you graduate, fill in the "B" circle. If you will have completed 2 courses in Agriculture, 2 courses in Family & Consumer Science, and 2 courses in Technology, fill in the "H" circle indicating that you took a blend of 2 or more courses. If you will not complete at least 6 semester courses in vocational education by the time you graduate, do not mark in this section. If you have any questions, raise your hand.**

Coding by School Personnel

(See sample answer document on page 29 for assistance in coding.)

Absent (Test Administrator Use Only, Column A)

An answer document must be submitted for every student who is enrolled in grade 4, 8, or 11 at the time the test is administered. **If a student is absent and does not take any part of The Iowa Tests, the Test Administrator must fill in the "1" circle of Column A in the "Test Administrator Use Only" section of the answer document.**

The following sections must also be completed by the Test Administrator or other school personnel for each absent student when makeup testing during the testing window could not be accomplished:

- Name (last and first)
- Date of Birth
- Gender
- Race/Ethnicity
- Student ID Number
- Program(s)
- Vocational Concentrator *(grade 11 only)*

In order to minimize the number of answer documents that must be coded as absent, please help ensure that students attend makeup testing.

Alternate Assessment Scores (Test Administrator Use Only, Columns G–K)

This section is reserved for recording the Alternate Assessment Scales scores. It will be completed by the appropriate Test Administrator according to instructions included in the Alternate Assessment materials. Additional coding is needed. See "Partial Alternate Assessment Scales" on the following page, or refer to the 2002 materials for Alternate Assessment online at:

http://www.opi.state.mt.us/pdf/Assessment/2002Grade4.pdf

http://www.opi.state.mt.us/pdf/Assessment/2002Grade8.pdf

http://www.opi.state.mt.us/pdf/Assessment/2002Grade11.pdf

http://www.opi.state.mt.us/pdf/Assessment/2002handbookV3.pdf

Reminder: If a student takes a subtest within a test (such as the Reading Comprehension subtest with the Reading test) using a nonstandard accommodation, the Alternate Assessment Scales must also be used and coded for that test.

Partial Alternate Assessment Scales ("Office Use" Section of the Answer Document)

Fill in the "Y" next to the number of the subtest(s) when one or more, but not all, of the Alternate Assessment Scales have been administered. Filling in the "Y" indicates that the student's score is excluded from the score averages for the subtest and subject area total.

Alternate Assessment Subject	**Test Administrator Use Only Column**	***ITBS* Content**	**Office Use No.**	***ITED* Content**	**Test Administrator Use Only Column**	**Alternate Assessment Subject**
Reading	G	Vocabulary	1	Vocabulary	G	Reading
		Reading Comprehension	2	Reading Comprehension		
Writing	H		3	Language: Revising Written Materials	H	Writing
		Capitalization	4	Spelling		
		Punctuation	5	Mathematics: Concepts & Problem Solving	I	Math
		Usage & Expression	6	Computation		
Math	I	Math Concepts & Estimation	7	Analysis of Social Studies Materials	J	Social Studies
		Math Problem Solving	8	Analysis of Science Materials	K	Science
		Math Computation	9	Sources of Information	N/A	N/A
Social Studies	J	Social Studies	10	N/A		
Science	K	Science	11	N/A		
N/A	N/A	Maps & Diagrams	12	N/A		
N/A	N/A	Reference Materials	13	N/A		

Test Administrator Use Only, Column Z

Column Z	**The scores of these students will not be included in the averages.**
0	Fill in the "0" circle when a student has taken the Braille version of The Iowa Tests.
1	Fill in the "1" circle when a student has taken the Alternate Assessment Scales in all 5 subjects.
8	Fill in the "8" circle when a Foreign Exchange student is enrolled as a grade 11 student.
9	Fill in the "9" circle when a student is not enrolled in an accredited MT school. This includes students that are homeschooled and not enrolled in an accredited Montana school as a full- or part-time student. (This category was previously labeled "homeschooled.")

Program(s)

"Program(s)," the far right-hand area of the "Test Administrator Use Only" section, is used to indicate a student's identification for specified school categories or programs. These categories should be coded *after* a student has completed the test.

SE	Special Education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 Plan.
F/RL	Student who is eligible for free or reduced-price lunch participation. Due to the confidential nature of this designation, the *ITBS/ITED* answer document must be coded by: **(a)** a district or school building test coordinator (i.e., test coordinator), **OR** **(b)** the local school district official who determines free and reduced-price eligibility (i.e., school food official). **If** the coding is to be done by a test coordinator, then the school food official will provide a list of free and reduced-price eligible students to the test coordinator. Upon completion of the coding, the test coordinator must return the list to the school food official. If the coding is to be done by the school food official, then the test coordinator will give the *ITBS/ITED* answer documents to the school food official. Upon completion of the coding, the school food official is to return the answer documents to the test coordinator.
GT	Gifted students identified and served.
ELL/ LEP*	Student identified as Limited English Proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered.
MG**	Student who has migrant status. A student is designated "migrant" and considered eligible for services under the Title I Part C statute if he or she meets very specific conditions extracted from the law.
T1L	**Local option**
T1M	**Local option**
Other 1 (01)	Student has **not** been enrolled in the school for the entire year (entered on or before the official Fall Enrollment Count and continues through the first day of testing).
Other 2 (02)	Student has **not** been enrolled in the district for the entire year (entered on or before the official Fall Enrollment Count and continues through the first day of testing).

***ELL/LEP**: Montana observes the federal definition of Limited English Proficiency. Both language impact and academic achievement must be considered when identifying ELL/LEP students. A student must be identified as one of the following:

1. an individual who was not born in the United States or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

MG: A student is designated “migrant” and considered eligible for services under the Title I Part C statute if he or she meets very specific conditions extracted from the law. A migratory student means:

a. A student who is, or whose parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and
b. who, in the preceding thirty-six months, while accompanying such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

NOTE: Districts may not make migrant eligibility determinations without assistance from the Office of Public Instruction; however, once identified, the student must be coded on any standardized achievement test taken.

Optional/Local Coding

Optional

This section is available for use at the discretion of the individual school system.

Test Administrator Use Only

This section contains nineteen separate fields that can be used for coding. Do not code any other fields. The following fields are available for local use: B, C, D, E, and F.

Coding for Combined Achievement/Ability Reports

For schools wishing to obtain combined *ITBS/CogAT®* or *ITED/CogAT* reporting, there are several ways in which the *CogAT* scores can be merged with the *ITBS* or *ITED* scores to accomplish such reporting. One way is to code a Standard Age Score (SAS) from a previous testing of *CogAT* into the first field (Field 1) in the “Other Information” section on the answer document. If the SAS from a previous testing of *CogAT* is coded in Field 1 in the “Other Information” section of the answer document, please be sure to mark the appropriate section of the OSS.

Suppose you have *CogAT* scores obtained in grade 3 for your students who are now in grade 4. To get combined reporting for your grade 4 students after they have taken the *ITBS*, you can code a grade 3 *CogAT* score onto their grade 4 *ITBS* answer documents before the latter are sent in for scoring. Field 1 of the “Other Information” section may be coded with the student’s Verbal, Quantitative, Nonverbal, or Composite SAS score.

All coded scores must have three digits filled in. So, if the student’s Verbal Standard Age Score was 97, for example, Field 1 should contain “097.” No blank digits or double marks can appear.

Other ways of merging *CogAT* scores with *ITBS* or *ITED* scores to obtain combined reporting are described in the *ITBS* and *ITED Interpretive Guides*.

Other Information

This optional section contains three separate fields, any number of which can be used at the same time for coding. However, there is one restriction associated with using this field for optional coding. If the district intends to obtain combined reporting of either *ITBS* or *ITED* scores with *CogAT* scores, this section cannot be used for any other coding. For additional information on combined reporting, see the "Coding for Combined Achievement/Ability Reports" section on page 27.

This section can also be used to code for additional local information. For example, a district or program may assign a special code to analyze the scores of students who attended summer school, participated in Native American cultural activities, or no longer receive special education services.

The Need for Leading Zeroes

When a two-digit or three-digit field is being used to code numbers that are only a single digit, those single digits must be coded with zeroes in front of them. For example, suppose Field 1 under "Other Information" was going to be used to indicate the local programs in which a student participated. Field 1 must be coded with a number from 000 to 999, so the code for a student who participated in the summer school program would need to be 001. Likewise, if *CogAT* Standard Age Scores (SAS) are coded in Field 1 under "Other Information," a score of 93 would need to be coded as 093. Failure to use leading zeroes in such cases may result in the creation of meaningless subgroup score reports. Of course, only one number can be coded in each column of a field.

Erasures of Coded Information

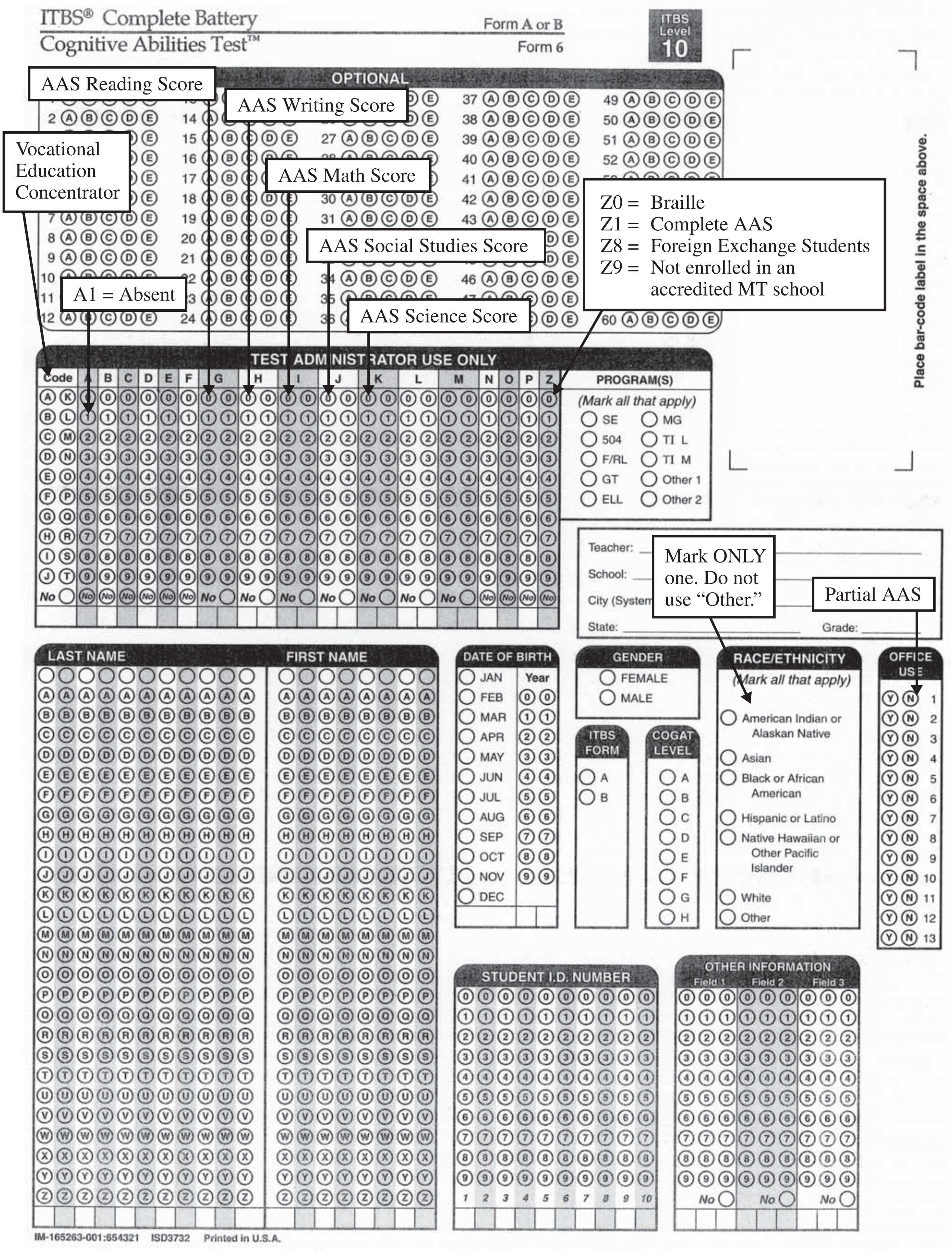
When erasures are made in the process of coding, care must be taken to ensure that the mark remaining after the erasing is done will not be interpreted by the scanning machine as simply a light mark in that circle. When another, darker mark is made in that field after the first mark has been erased, the machine will interpret the darkest mark as the intended one. However, if there should not be a mark in the field after the erasure has been made (i.e., if the field should be blank), there must be a way to tell the scanning machine to ignore the light mark caused by the erasure.

Columns ending with a **"No"** circle or with an **"N"** have a special purpose. These circles should only be filled in when the Test Administrator erases a code and does not replace it with another. For example, if the Test Administrator mistakenly coded Column G instead of Column H, the Test Administrator would erase the circle in G and fill in "No." This prevents the scoring equipment from picking up an erasure shadow. If another bubble is coded within the column, it is not necessary to use the "No/N" circles. *Do not use the "No" or "N" circle for any reason except the one described.*

Bar Code Corrections

If your district purchased bar–code labels and the data on the label is inaccurate at the time of testing, do not use the label. If the bar–code label has already been applied to the answer folder and the test has been administered, draw an "X" through all of the bars and code the demographic information. If a student has withdrawn from your system, destroy his or her answer document.

Sample Demographics Page



ITBS® Complete Battery
Cognitive Abilities Test™
Form A or B
Form 6
ITBS Level 10

OPTIONAL

AAS Reading Score

AAS Writing Score

Vocational Education Concentrator

AAS Math Score

AAS Social Studies Score

A1 = Absent

AAS Science Score

Z0 = Braille
Z1 = Complete AAS
Z8 = Foreign Exchange Students
Z9 = Not enrolled in an accredited MT school

Place bar-code label in the space above.

TEST ADMINISTRATOR USE ONLY

Code A B C D E F G H I J K L M N O P Z

PROGRAM(S)
(Mark all that apply)
○ SE ○ MG
○ 504 ○ TI L
○ F/RL ○ TI M
○ GT ○ Other 1
○ ELL ○ Other 2

Teacher:
School:
City (System):
State:
Grade:

Mark ONLY one. Do not use “Other.”

Partial AAS

LAST NAME

FIRST NAME

DATE OF BIRTH
○ JAN
○ FEB
○ MAR
○ APR
○ MAY
○ JUN
○ JUL
○ AUG
○ SEP
○ OCT
○ NOV
○ DEC
Year

GENDER
○ FEMALE
○ MALE

ITBS FORM
○ A
○ B

COGAT LEVEL
○ A
○ B
○ C
○ D
○ E
○ F
○ G
○ H

RACE/ETHNICITY
(Mark all that apply)
○ American Indian or Alaskan Native
○ Asian
○ Black or African American
○ Hispanic or Latino
○ Native Hawaiian or Other Pacific Islander
○ White
○ Other

OFFICE USE
Ⓨ Ⓝ 1
Ⓨ Ⓝ 2
Ⓨ Ⓝ 3
Ⓨ Ⓝ 4
Ⓨ Ⓝ 5
Ⓨ Ⓝ 6
Ⓨ Ⓝ 7
Ⓨ Ⓝ 8
Ⓨ Ⓝ 9
Ⓨ Ⓝ 10
Ⓨ Ⓝ 11
Ⓨ Ⓝ 12
Ⓨ Ⓝ 13

STUDENT I.D. NUMBER

OTHER INFORMATION
Field 1 Field 2 Field 3

IM-165263-001:654321 ISD3732 Printed in U.S.A.

Important Telephone Numbers

As a Test Coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

- **For information about program administration and policy issues, contact:**

  Judy Snow, State Assessment Director
  Phone: (406) 444-3656
  Email: jsnow@mt.gov

  or

  Brittanny Black, Administrative Assistant
  Phone: (406) 444-4431
  Email:bblack@mt.gov

- **For information about the Alternate Assessment Scales, contact:**

  Bob Runkel
  OPI Division of Special Education
  Phone: (406) 444-5661
  Email: brunkel@mt.gov

  or

  Marilyn Pearson
  OPI Division of Special Education
  Phone: (406) 444-5661
  mpearson@mt.gov

- **For information about ELL/LEP, contact:**

  Lynn Hinch, OPI
  Phone: (406) 444-3482
  Email: lhinch@mt.gov

- **For information about Title I, contact:**

  B. J. Granbery, OPI
  Phone: (406) 444-4420
  Email: bgranbery@mt.gov

- **For information about students with migrant status, contact:**

  Angela Branz-Spall, OPI
  Phone: (406) 444-2423
  Email: angelab@mt.gov

- **For information concerning material shortages, requests for additional materials required, or returning materials to be scored, please contact:**

  Meredith Durgin
  Montana Program Manager
  Riverside Publishing
  Phone: (800) 323-9540, ext. 6094
  Fax: (630) 467-7150
  Email: meredith_durgin@hmco.com

  Rosemary Kiney
  Customer Service Representative
  Riverside Publishing
  Phone: (800) 323-9540, ext. 7078
  Fax: (630) 467-7192
  Email: rosemary_kiney@hmco.com

- **For information concerning optional Riverside products and services, please contact:**

  Richard Hills
  Western District Manager
  Riverside Publishing
  Phone: (800) 323-9540, ext. 7748
  Email: richard_hills@hmco.com

  Rosemary Kiney
  Customer Service Representative
  Riverside Publishing
  Phone: (800) 323-9540, ext. 7078
  Fax: (630) 467-7192
  Email: rosemary_kiney@hmco.com

THE IOWA TESTS ‧ THE IOWA TESTS ‧ THE IOWA TESTS ‧ The IOWA Tests

MONTANA GUIDE FOR TEST COORDINATORS AND ADMINISTRATORS

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